

W Herbert Chapman Elementary

230 Bryant Rd.
Spartanburg, SC 29303

Grades	PK-6 Elementary School	
Enrollment	430 Students	
Principal	David Steven	864-594-4440
Superintendent	Dr. Lynn Batten	864-594-4400
Board Chair	David W. Cecil, II	864-594-4400

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	53	60	3

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	Yes
2005	Below Average	Below Average	Yes

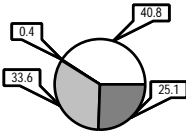
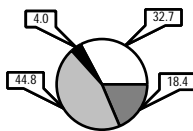
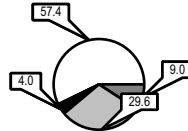
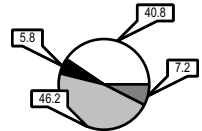
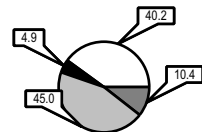
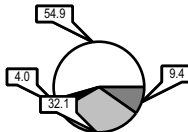
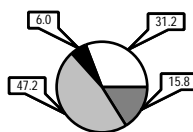
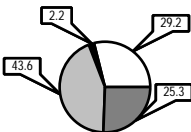
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	260	100.0	40.8	33.6	25.1	0.4	31.8	Yes	Yes
Gender									
Male	132	100.0	52.3	28.8	18.9	0.0	22.5		
Female	128	100.0	29.5	38.4	31.3	0.9	41.1		
Racial/Ethnic Group									
White	81	100.0	33.3	33.3	31.9	1.4	41.7	Yes	Yes
African American	155	100.0	45.1	33.1	21.8	0.0	27.1	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	45.5	36.4	18.2	0.0	27.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	227	100.0	34.2	36.7	28.6	0.5	36.2		
Disabled	33	100.0	88.9	11.1	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	260	100.0	40.8	33.6	25.1	0.4	31.8		
English Proficiency									
Limited English Proficient	15	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	100.0	40.7	33.2	25.7	0.5	32.2		
Socio-Economic Status									
Subsidized meals	206	100.0	43.7	33.3	22.4	0.6	28.7	Yes	Yes
Full-pay meals	54	100.0	30.6	34.7	34.7	0.0	42.9		

Mathematics – State Performance Objective = 36.7%									
All Students	260	99.2	32.1	45.2	18.6	4.1	32.1	Yes	Yes
Gender									
Male	132	98.5	31.2	50.5	13.8	4.6	30.3		
Female	128	100.0	33.0	40.2	23.2	3.6	33.9		
Racial/Ethnic Group									
White	81	100.0	29.2	45.8	15.3	9.7	34.7	Yes	Yes
African American	155	100.0	34.6	45.1	18.8	1.5	29.3	Yes	Yes
Asian/Pacific Islander	7	71.4	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	36.4	36.4	27.3	0.0	36.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	227	100.0	25.0	50.5	20.4	4.1	35.2		
Disabled	33	93.9	88.0	4.0	4.0	4.0	8.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	260	99.2	32.1	45.2	18.6	4.1	32.1		
English Proficiency									
Limited English Proficient	15	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	99.2	32.5	44.8	18.4	4.2	32.5		
Socio-Economic Status									
Subsidized meals	206	99.5	32.9	46.2	18.5	2.3	31.8	Yes	Yes
Full-pay meals	54	98.2	29.2	41.7	18.8	10.4	33.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	260	99.2	57.0	29.9	9.0	4.1	13.1
Gender							
Male	132	98.5	59.6	28.4	7.3	4.6	11.9
Female	128	100.0	54.5	31.3	10.7	3.6	14.3
Racial/Ethnic Group							
White	81	100.0	45.8	33.3	15.3	5.6	20.8
African American	155	100.0	63.9	27.1	5.3	3.8	9.0
Asian/Pacific Islander	7	71.4	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	54.5	45.5	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	227	100.0	53.1	32.7	10.2	4.1	14.3
Disabled	33	93.9	88.0	8.0	0.0	4.0	4.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	260	99.2	57.0	29.9	9.0	4.1	13.1
English Proficiency							
Limited English Proficient	15	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	99.2	56.6	29.7	9.4	4.2	13.7
Socio-Economic Status							
Subsidized meals	206	99.5	58.4	32.9	6.9	1.7	8.7
Full-pay meals	54	98.2	52.1	18.8	16.7	12.5	29.2

Social Studies							
All Students	260	100.0	40.8	46.2	7.2	5.8	13.0
Gender							
Male	132	100.0	42.3	44.1	8.1	5.4	13.5
Female	128	100.0	39.3	48.2	6.3	6.3	12.5
Racial/Ethnic Group							
White	81	100.0	34.7	47.2	8.3	9.7	18.1
African American	155	100.0	44.4	44.4	6.8	4.5	11.3
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	36.4	63.6	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	227	100.0	35.2	50.5	7.7	6.6	14.3
Disabled	33	100.0	81.5	14.8	3.7	0.0	3.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	260	100.0	40.8	46.2	7.2	5.8	13.0
English Proficiency							
Limited English Proficient	15	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	245	100.0	41.1	45.3	7.5	6.1	13.6
Socio-Economic Status							
Subsidized meals	206	100.0	44.3	46.6	4.0	5.2	9.2
Full-pay meals	54	100.0	28.6	44.9	18.4	8.2	26.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	60	100.0	27.1	28.8	40.7	3.4	44.1
	4	62	100.0	28.1	52.6	19.3	N/A	19.3
	5	64	100.0	49.2	36.1	14.8	N/A	14.8
	6	49	100.0	41.3	45.7	10.9	2.2	13.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	73	100.0	43.1	23.1	32.3	1.5	33.8
	4	59	100.0	26.0	44.0	30.0	0.0	30.0
	5	59	100.0	46.2	44.2	9.6	0.0	9.6
	6	69	100.0	47.3	27.3	25.5	0.0	25.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	60	100.0	28.8	55.9	13.6	1.7	15.3
	4	62	100.0	28.1	50.9	15.8	5.3	21.1
	5	64	100.0	27.9	49.2	13.1	9.8	23.0
	6	49	100.0	28.3	50.0	17.4	4.3	21.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	73	97.3	28.6	55.6	11.1	4.8	15.9
	4	59	100.0	32.0	44.0	20.0	4.0	24.0
	5	59	100.0	44.2	36.5	13.5	5.8	19.2
	6	69	100.0	25.5	43.6	29.1	1.8	30.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	73	97.3	61.9	27.0	11.1	0.0	11.1
	4	59	100.0	56.0	36.0	8.0	0.0	8.0
	5	59	100.0	61.5	28.8	3.8	5.8	9.6
	6	69	100.0	49.1	29.1	10.9	10.9	21.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	73	100.0	56.9	40.0	1.5	1.5	3.1
	4	59	100.0	28.0	66.0	6.0	0.0	6.0
	5	59	100.0	40.4	42.3	11.5	5.8	17.3
	6	69	100.0	34.5	38.2	10.9	16.4	27.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 430)				
First graders who attended full-day kindergarten	98.4%	Down from 100.0%	100.0%	100.0%
Retention rate	1.3%	Up from 1.1%	4.0%	3.0%
Attendance rate	96.0%	Up from 95.4%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.5%	Down from 5.1%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%	Down from 4.3%	3.9%	3.2%
Eligible for gifted and talented	15.5%	Up from 14.5%	6.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.2%	Down from 9.3%	8.0%	8.2%
Older than usual for grade	0.2%	No change	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	62.9%	Down from 63.6%	50.0%	52.6%
Continuing contract teachers	88.6%	Down from 100.0%	81.1%	83.3%
Highly qualified teachers	93.9%	Up from 89.3%	92.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.6%	0.0%
Teachers returning from previous year	90.3%	Up from 86.9%	84.4%	87.0%
Teacher attendance rate	94.9%	Up from 93.9%	94.9%	95.0%
Average teacher salary	\$45,370	Down 0.5%	\$40,675	\$41,703
Prof. development days/teacher	19.7 days	Up from 10.4 days	12.7 days	12.8 days
School				
Principal's years at school	26.0	Up from 25.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 17.7 to 1	17.5 to 1	18.8 to 1
Prime instructional time	89.8%	Up from 87.7%	89.2%	89.8%
Dollars spent per pupil*	\$8,087	Up 1.5%	\$6,802	\$6,242
Percent of expenditures for teacher salaries*	63.0%	Up from 62.8%	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.5%		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chapman Elementary School prepares students to lead healthy, meaningful, and productive lives. Through a challenging student-centered curriculum and an atmosphere of mutual respect, we foster positive self-concepts and a desire for lifelong learning. Constructed in 1969, the school is named for Dr. William Herbert Chapman, a District 7 trustee for many years and a local Whitney community physician. Chapman Elementary is fully accredited by the Southern Association of Colleges and Schools. The school serves grades K4-6, is host to one special needs classroom, and is a practicum site for Education majors from the University of South Carolina Upstate and Converse College. Chapman students are provided full-day kindergarten, and we have added a 4-K program this year. French instruction begins in fourth grade; band and orchestra begin in fifth grade. Technology instruction is delivered through the Josten's Lab, media center, and classrooms.

Programs such as Reading Recovery, school-wide Accelerated Reader, Junior Beta Club, 5th grade Walking club, and student council further enrich the school curriculum. Students may also participate in Boys and Girls Club. Chapman has an active PTO that supports the instructional and Related Arts program and facilitates many activities for the school community. Chapman has also established a partnership with Bethel United Methodist Church. Bethel has been instrumental in providing tutors for at-risk students and aiding in several activities throughout the school year.

Teachers are working with innovative strategies to implement best practices across the curriculum. They each have a 120 minute ELA block and participate in twice monthly study groups. Literacy breakfasts, guest reader, and Mom and me and Dad and me lunches are ways that teachers involve parents in the programs at the school. Our staff is well qualified with many holding advanced degrees.

Chapman Elementary School takes pride in its accomplishments: Reading is Fundamental, EIA teacher grants, Target 2000 Arts in Education grants, New York Times Grant for Reading, Junior League Grants, Getty Education Institute for the Arts Award, School Incentive Awards, and Adequate Yearly Progress in 2004.

David L. Steven, Principal
Claudette Coleman, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	54	29
Percent satisfied with learning environment	100.0%	67.9%	89.3%
Percent satisfied with social and physical environment	91.7%	53.7%	69.0%
Percent satisfied with school-home relations	78.4%	84.9%	64.3%

*Only students at the highest elementary school grade level at this school and their parents were included.